

**A NARRATIVE ANALYSIS OF AN ENGLISH DEBATER'S  
EXPERIENCE IN USING SELF-TALK STRATEGY  
IN ENGLISH DEBATE**



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A thesis entitled: **"A NARRATIVE ANALYSIS OF AN ENGLISH DEBATER'S EXPERIENCE IN USING SELF-TALK STRATEGY IN ENGLISH DEBATE"**, by: **ABDUL AZIZ TURAYA**, NPM: 1711040001, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, April 29<sup>th</sup> 2021.**

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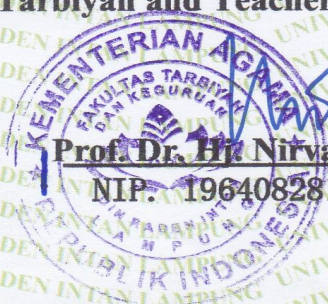
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### DECLARATION

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Ceritify that this thesis is definitely my own work. I am completely responsible for the contents  
of this thesis.

Bandar Lampung, March 22<sup>th</sup> 2020



ABDUL AZIZ TURAYA

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## MOTTO

وَقُولُوا لِلنَّاسِ حُسْنًا

“And speak to people good [words]”. (QS. Al-Baqarah 2: 83)<sup>1</sup>



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<sup>1</sup> Al-Qur'an English.com, Qur'an surah Al-Baqarah 2. 83, available at : <https://www.alquranenglish.com/quran-surah-al-baqarah-83-qs-2-83-in-arabic-and-english-translation> (Accessed on : March 8<sup>th</sup> 2021)

## **DEDICATION**

From the deepest of my heart, I would like to dedicate this thesis to :

1. My beloved parents, Mr. Hartawan Turaya and Mrs. Turaya who always accompany, pray and give me motivation in every situation. Thank you for your love and support. You are the biggest energies in finishing this thesis.
2. My beloved family ( Grandmothers, Grandfathers, Uncles, Aunts, Brothers and sisters)
3. My beloved Lecturers and Almamater, UIN Raden Intan Lampung



## ABSTRACT

To gain courage and self-confident in English debate became more important since the debaters who wanted to win the English debate competition and upgrade the skill in English debate. Many strategies offered to increase the level of courage and self-confidents in English debate. Sometime, those strategies were not suitable for debaters. Because of some factors. However, debater who did not understand about the proper strategy in overcoming psychological problems, found that fear, anxiety, hesitant and worry were such a big issue. *Self-talk*, a strategy that many scholars used in tackling the issues in psychology was founded as a response to the issue.

. A descriptive qualitative method is used due to the description and explanation of use self-talk strategy the writer used in English debate. Furthermore, as the writer's autobiography became the data source, thus, narrative inquiry is implied as the approach in this study. This strategy became famous. Until this study was conducted, there were a lot of researchers conducted the study that were spread in many different places in Indonesia and abroad. This study focused on analyzing the writer's experience in using self-talk strategy in English debate since he was a student at fifth, sixth and seventh semester in his university. The reason why the writer's autobiography became the object was about the novelty of experience in the research field, also, the importance of self-talk strategy in helping the debaters to enhance their debate skills

The results of the analysis showed that: first, the writer's experience of using self-talk strategy in English debate in semester fifth, sixth, seventh had played an important role in overcoming his issues both psychology and skill in English debate. Second, self-talk strategy developed the writer's skill in speaking and increased the courage.

**Keywords:** *English Debate, Narrative Inquiry Self-Talk Strategy*

## **CURRICULUM VITAE**

Abdul Aziz Turaya was born in Aji Kagungan on Oct 20<sup>th</sup>, 1998. Aziz is the second child of seven children of Mr. Hartawan Turaya and Ms. Suryani.

In Academic background, he graduated from kindergarten at TK Nusa Indah, Tulang Bawang in 2005. Then, he continued his study at SD N 01 Gunung Sakti and graduated in 2011. Next, he entered SMP N 04 Tulang Bawang Tengah and graduated in 2014. Then, he continued to SMK N 01 Tulang Bawang Tengah and graduated in 2017.

During his university years, he was a member and leader of some organizations including AIESEC and Giant Community. In those groups, he led and initiated social project in Lampung Province. Since 2018, he had taught English at English Zone Tecnos, Bandar Lampung. He received Beasiswa Unggulan Kemendikbud 2018-2021 in his university. Besides that, he spoke on Leadership, Public speaking and Scholarship to local students at many different senior high schools and organizations in Indonesia. He also had experience in working at coffee company, PT. Indoglobal Alam Mandiri Lampung, as a financial staff.



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*Bismillahirrohmanirrohim,*

Alhamdulillahirobbil'aalamiin wassholaatu wassalaamu'ala asyrofilanbiyaa-I wal mursaliin, sayyidina muhammadin. Wa'ala alihi wa'ashabihi aj'ma'iin, Amma ba'du. Praise to Allah for blessing the writer with His mercy and guidance to finish this thesis, sholawat and salam be to our prophet Muhammad peace be upon Him, with His family and followers. This thesis entitled "A Narrative Analysis of An English Debater's Experience in Using Self-Talk Strategy in English Debate" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Language Education at Tarbiyah and Teacher Training Faculty, Raden Intan State University of Islamic Study (UIN Raden Intan Lampung). Without pray, support and help from several people and institution, this thesis would never come into existence.

Therefore, the writer would sincerely thank to:

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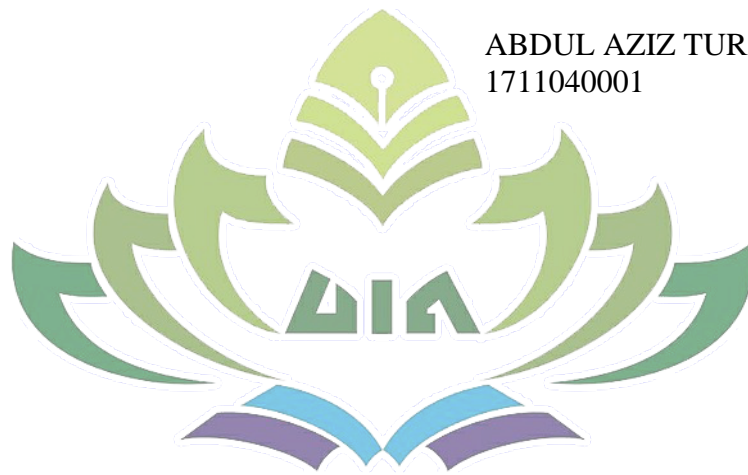
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Finally, this thesis is still far from perfect, so it expected constructive criticisms and suggestion. Any corrections, comments, criticisms for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, March 22<sup>th</sup> 2021

The Writer



ABDUL AZIZ TURAYA  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

The learners in Indonesia learn English debate as extracurricular activities. Many English debate competitions are held every year. English debate competitions are held at several levels such as universities, regional, national and international. Appropriate to Freeley and Steinberg, debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition to reach a decision in their minds; alternatively, individuals or groups use it to bring others around to their way of thinking.<sup>2</sup> It means that debate is a particular form of argument. It is not a way of reconciling differences – that is a misconception. Debate is a way of arbitrating between differences. The purpose of a debate is not for two disputing parties to leave the room in agreement. Instead, through the debate between them, others will form a judgment about which of the two to support.<sup>3</sup>

In learning English debate, there are four skills of English are used. Those skills are speaking, reading, listening and writing. Most of debaters often find problem in speaking skill. The problem frequently found is the difficulty to speak English. The other problem related to the debaters is they are afraid to talk their ideas. The debaters also have negative feelings and thinking to deliver their minds in English and the last problem is a lot of the debaters are

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<sup>2</sup>Freeley J, Austin and David L. Steinberg. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*. (Boston: Wadsworth Cengage Learning, 2009) p.89

<sup>3</sup>Smith-Harvey, Neill. *The Practical Guide to Debating Worlds Style*. (London: International Debate Education Association, 2011) p.67

shy and not confident in speaking English.

Based on the writer's experience, during following English debate competition at the writer's campus, the writer felt that in debating the writer was not confident, nervous and afraid to deliver speech, ideas and argumentations. Occasionally, The writer always used the negative thinking and feeling when the writer wanted to deliver the writer's minds in English. The impact of using negatives mindset is the writer become more afraid and passive during debating process. Beside that, the writer also fear of making mistakes and at the end of the time it can distract the writer's progress of debating. In short, the writer have mental problem in the term of psychology.

Moreover, the writer has interviewed several students from English debating society of Islamic students (deixis) at UIN Raden Intan Lampung, the writer found the similarities experienced between the writer and also English debaters from English debating society of Islamic students of UIN Raden Intan Lampung. Most English debate Students of UIN Raden Intan Lampung got the same cases. Generally, the debaters too much used negative self-talk when they want to speak up English, the debaters are hesitant to give their opinions or argumentations, then they are not confidence enough to deliver their ideas during process of debate even in English debate competition that they have followed. Many English debaters are afraid of making mistakes same as the wrtier, sometime they also felt nervous to speak



English.<sup>4</sup>

Nonetheless, the writer also already has interviewed English debate mentor on Thursday, April 16th 2020 with Yuspik, M.Pd, he said that almost of debaters had low ability in speaking, specifically to speak english when they are practicing English debate. This may be caused by many factors, such as, the students were not confidents, the debaters were afraid to create a mistake, and also sometime Mr. Yuspik should be provoked and encouraged them with the spirit and positive sentences to boost debaters' motivation and spirit, so the debaters become encouraged to speak English.<sup>5</sup> Mr. Yuspik, M.Pd, alos gave the writer the format of debate assessment as the table below :

**Table 1**  
**Debate Assessment Form**

Matter and Manner	Method	Meaning
26	13	Poor
27-29	14	Below Average
30	15	Average or Expected Standard
31-33	16	Above Average
34	17	Excellent

( D'cruz, *The Australia-Asia Debating Guide (Second Edition)*, 2003, p.30)<sup>6</sup>

In addition, Mr. Yuspik explained if the debate assasement that used was form assessemnt from D'cruz' theory. According to D'cruz, The marking scheme allows a maximum of 100 marks to be awarded for each speaker, subdivided to allow a maximum of 40 points for each of matter

<sup>4</sup>Debaters' Interview in preliminary research, April, 15th2020. Unpublished.

<sup>5</sup>Yuspik, Interview with anEnglish Debate Mentor, UIN Raden Intan Lampung, Bandar Lampung, April 16th 2020, Unpublished.

<sup>6</sup>D'cruz, *The Australia-Asia Debating Guide (Second Edition)*, (North Melbourne, Vic, 3051, Australia, 2003) p.30

and manner, and a maximum of 20 points for method and A *debater who performs at the expected level for the grade in each of manner, manner and method should receive a score of 30–30–15=75.*<sup>7</sup>

Nevertheless, in practice, the debaters' score of english debate in English debating Society of Islamic students of UIN Raden Intan Lampung was separated between Matter and Manner in different coloumn and mostly still under average as like the table score of English Debaters below :

**Table 2**  
**Students's Score of English Debate**

Name	Matter	Manner	Method	Amount	Meaning
Nurul Atika R	27	28	14	<b>69</b>	Below Average
Abdul Aziz Turya	28	28	25	<b>71</b>	Below Average
Daka Ramadhan	28	28	14	<b>70</b>	Below Average
Al Hakim Bani I	35	30	14	79	Expected Standard
Ariyan Hakiki L	26	27	14	<b>67</b>	Below Average
Sherni Oktina	32	30	14	76	Expected Standard
Diah Ayu Reza	28	28	14	<b>70</b>	Below Average
Risa Amalia D	27	28	13	<b>68</b>	Below Average
Denis Indra	25	27	13	<b>65</b>	Below Average

Normally, English debating society of Islamic students of UIN Raden Intan Lampung create a group to debate some motions. Globally, debate has some types, as D' cruz says "that there are many different styles of debating around the world, for example, the United States Parliamentary, Asian

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<sup>7</sup>*Ibid*

Parliamentary, Australian Parliamentary, and British Parliamentary or BP, for short”.<sup>8</sup>British Parliamentary is the standard form used at the university level. Mostly, in English Debating society of Islamic students of UIN Raden Intan Lampung applied British Parliamentary and Asian Parliamentary on their English debating activity. They applied those systems because the number of students in English debating society of Islamic students of UIN Raden Intan Lampung are not much that is why they should adjust the debate’s system.

Considering the condition above, the writer decided to do this research. The writer analyzed the his experience in using self-talk strategy to solve writer’s problem in English debate especially at speaking ability. Where, the writer started to use the self-talk strategy since 2019 at fifth semester. During implementing the self-talk strategy, there was a story can be shared and analyzed through this research. Therefore, the writer chosen to analyze the writer’s experience in using self-talk strategy in English Debate. With the story and experience that the writer have. Accordingly, the writer took the research title “A Narrative Analysis of an English Debater’s Experience in Using Self-Talk Strategy in English Debate”.

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<sup>8</sup>D’cruz, *op.cit.* p.3



As claimed by Shad, “self-talk is everything you say when you talk to yourself”.<sup>9</sup>It means that self – talk is all the words we talk to ourselves. The use of self-talk had an impact on effort, anxiety control confidence, and automatic execution. So, it has influence to the learners’ achievement to be more confidence in the speaking ability.

Along with the development of self-talk strategy, the new object of research which is called ‘narrative’ also develops. Narrative might mean as the collection of human stories which specifically refer to the impressing experiences. Amsterdam and Bruner argue that stories are important for knowing how to tell and comprehend human as they give comfort, inspire, and provide human’s insights.<sup>10</sup> Then, narrative tells not only how someone is always in the top, but also how he falls, how his feeling is and what his effort to survive. It bridges human to explore their opinion to be listened and comprehended by others. Narrative is the representation of teller’s insight which provides many lessons for other people. Its complexities become special and essential part for human life. Therefore, the value of narrative should be appreciated in both research and the practice of its disciplines.

Webster and Martova argue that the term narrative inquiry was first used by Connely and Clandinin in 1990; it is used for describing an approach that focuses on personal storytelling to teacher education.<sup>11</sup> Further, the use of

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<sup>9</sup>Shad Helmstetter, *356 Days of Positive Self - Talk*, (New York : Park Avenue Press, 2015) p. 6

<sup>10</sup>Webster, L., & Mertova, P. *Using Narrative Inquiry as a Research Method; An introduction to using critical event narrative analysis in research on learning and teaching*. (London ; Routledge, 2007) p. 34

<sup>11</sup>*Ibid*, p. 7

narrative in educational research is actually cannot be separated with the philosophical change given by modernism and postmodernism era. In which modernism is explored by Hlynka and Belland that it is in line with reaction to the earlier twentieth century machine, while post modernism is associated with the age of computers and electronic information design.<sup>12</sup> In modernism, truth and knowledge must be proved in a scientific logical form; it must be in empirical form. In the other hand, postmodernism rejects the notion that truth and knowledge must be empiric through rational thought or method. Hence, across with this description, Webster & Martova state that whereas modernism gives values superficially, postmodernism values the internal or the 'I', and has greater emphasis on human-centered approach.<sup>13</sup> Here is the use of narrative in educational research begins.

Based on the theoretical study that has been done ,The writer presented some previous studies that deal with Self-Talk. there are several previous researches are relevant to the research that will be carried out by the writer, namely:

1. The research was done by Rudiarman Purba (0101058702), The Effect of Self-Talk Strategy in Public Speaking as EFL Classroom on the Third Year Students of English Department in FKIP Universitas HKBP Nomensen Pematang Siantar in The Academic Year 2013/2014. He was from English Literature Universitas HKBP Nomensen Pematang Siantar. The objective of the research is to describe how the self-talk strategy can

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<sup>12</sup>*Ibid*,p.28

<sup>13</sup>*Ibid*,p.29

gives positive effect to students' performance in public speaking as EFL classroom. He used experimental research design. There were 40 students taken as the sample of this research. The sample was divided into two groups the first group (20 students) as the experimental and second group (20 students) as the control group. He used treatment in public speaking class by applying self-talk strategy in teaching speaking. He got the mean score was 7.8 and the value of t-test was higher t-table ( $t\text{-test} > t\text{-table}$ ).<sup>14</sup>

2. Another research was done by Nikolas. The research was entitled "The Effect of Self-Talk in Learning the Volleyball Service and Self- Efficacy Improvement". In his research, he focused on student's service in volleyball. The result of his research is by using self-talk strategy it can improve students' service performance.<sup>15</sup>
3. The result of research conducted by Sang-Hyuk PARK, with the research title The Effects of Self-Talk on Shooting Athletes' Motivation. The conclusion of the result of the research is this study was conducted with the objective of examining the changes in intrinsic motivation by the

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<sup>14</sup>Rudiarman Purba (0101058702), *"The Effect of Self-Talk Strategy in Public Speaking as EFL Classroom on the Third Year Students of English Department in FKIP Universitas HKBP Nomensen Pematang Siantar in The Academic Year 2013/2014"*. Thesis (Pematang Siantar: English Department in FKIP Universitas HKBP Nomensen Pematang Siantar, 2013) p. 1.( Available on:<https://pdfs.semanticscholar.org/c361/4701900ab3b5b53be1aa8eae9e75f3ba41.pdf> ) (Accessed on Tuesday, April 14th 2020, 21:19)

<sup>15</sup>Nikolas Vernadakis *"The Effect of Self-Talk in Learning the Volleyball Service and Self-Efficacy Improvement 2012."* Thesis (Greece: Department of Physical education and Sport of Democritus University of Thrace, 2016) p.801.(Available on:<https://www.redalyc.org/pdf/3010/301025283007.pdf>) (Accessed on Tuesday, April 14th 2020, 21:27)



level of self-talk used by shooting athletes during competition and give the significant result.<sup>16</sup>

4. The result of research conducted by Eleftherios Papagiannis, with the research title The effects of self-talk strategies on divided attention following physical exhaustion. The conclusion of the result of the research is an impact of using the self-talk strategy.<sup>17</sup>
5. The result of research conducted by Tasdih , Muhammad Japar ,Awalya, with the research title The Effectiveness of Group Counseling with Self-Talk technique to Improve Students' Self-Confidence. The conclusion of the result of the research is effective to improve students' self-confidence indicated by the value of (F (1.09)=2253.85, p < 0.05).<sup>18</sup>

In harmony with the statements above, it can be concluded that the result of the self-talk strategy is very helpful. The differences between previous studies and the writer's research is the field of study. where, most of the fields studied are on sports. Meanwhile, the field of the writer is in english debate. Furthermore, the similarity between the writer's research and previous studies is the used of the self-talk strategy.

<sup>16</sup> Sang-Hyuk PARK “*The Effects of Self-Talk on Shooting Athletes' Motivation.*” Journal (Rockville Pike, Bethesda MD:sport sciene and medicine,2020)p.35.(Avalableon:<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7429435/> ) (Accessed on Tuesday, January 27th 2021, 21:08)

<sup>17</sup> Eleftherios Papagiannis “*The effects of self-talk strategies on divided attention following physical exhaustion 2018.*” Thesis (Greece: University of ThessalyDepartment of Physical Education and SportScience,2018)p.20.(Avalableon:<https://ir.lib.uth.gr/xmlui/bitstream/handle/11615/51779/18489.pdf?sequence=1.pdf>) (Accessed on Tuesday, January 27th 2021, 21:17)

<sup>18</sup> Tasdih , Muhammad Japar , Awalya “*The Effectiveness of Group Counseling with Self-Talk technique to Improve Students' Self-Confidence.*” Journal (Semarang: Universitas Semarang,2020)p.5.(Avalableon:<https://journal.unnes.ac.id/sju/index.php/jubk/article/view/39345>) (Accessed on Tuesday, January 27th 2021, 21:27)

## **B. Statements of the Problem**

Based on the background above, the statements of the problems are as follows:

1. Psychological problem, e.g afraid to talk his idea and afraid of making mistake, hesitant to give his opinions and argumentations.
2. Negative feelings and thinking to deliver his minds in English.
3. Too much used negative self-talk when he wanted to speak English.
4. Felt nervous to speak English.

## **C. Limitation of the Problem**

Based on the identification of the problem above, the study were focused and limited on the story and experience of the writer in using self-talk strategy to solve the writer's problem in English debate. The writer focused on narrative analysis based on the experience of the writer.

## **D. Formulation of the Problem**

The formulation the problems as followed:

- a) What experiences of using self-talk strategy in English debate have been important to the writer?
- b) How do these experiences develop his skill and psychology in learning English debate?
- c) What can the writer and others learn from his experiences of using self-talk strategy in English debate by writing them?

### **E. Objective of the Research**

In accordance with the problems above, the objectives of the study are:

- a) To describe what experiences of using self-talk strategy in English debate have been important to the writer.
- b) To describe how these experiences develop his skill and psychology in learning English debate.
- c) To describe what the writer and others can learn from his experiences of using self-talk strategy in English debate by writing them.

### **F. Significance of the Research**

- a. Theoretically

It may support the theory that using self-talk strategy can give benefits in English Debate.

- b. Practically

It may be as information for the English debate mentor, English teachers, students and the next researchers, the effect of using self-talk strategy in English debate

### **G. Scope of the Research**

This study focused on investigating self-talk strategy which the writer used in English debate; specifically, since the writer started to use self-talk strategy at fifth semester in the writer's campus. The setting of data is in Universitas Islam Negeri Raden Intan Lampung. Moreover, as the data are the writer's personal experiences, this study might have some biases in presenting the analysis, therefore he will accept the



supportable comment for this study.



## CHAPTER II

### LITERATURE REVIEW

#### A. Narrative Inquiry

The new object of research which is called 'narrative' has developed. Narrative mean as the collection of human stories which specifically refer to the impressing experiences. Amsterdam and Bruner argue that stories are important for knowing how to tell and comprehend human as they give comfort, inspire, and provide human's insights.<sup>19</sup> Then, narrative tells not only how someone is always in the top, but also how he falls, how his feeling is and what his effort to survive. It bridges human to explore their opinion to be listened and comprehended by others. Narrative is the representation of teller's insight which provides many lessons for other people. Its complexities become special and essential part for human life. Therefore, the value of narrative should be appreciated in both research and the practice of its disciplines.

Webster and Martova argue that the term narrative inquiry was first used by Connely and Clandinin in 1990; it is used for describing an approach that focuses on personal storytelling to teacher education.<sup>20</sup> Further, the use of narrative in educational research is actually cannot be separated with the philosophical change given by modernism and postmodernism era. In which modernism is explored by Hlynka and

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<sup>19</sup>Webster, L., & Mertova, P. *Using Narrative Inquiry as a Research Method; An introduction to using critical event narrative analysis in research on learning and teaching.*(London ; Routledge,2007)p.34

<sup>20</sup>*Ibid*, p.7

Belland that it is in line with reaction to the earlier twentieth century machine, while post modernism is associated with the age of computers and electronic information design.<sup>21</sup> In modernism, truth and knowledge must be proved in a scientific logical form; it must be in empirical form. In the other hand, postmodernism rejects the notion that truth and knowledge must be empiric through rational thought or method. Hence, across with this description, Webster & Martova state that whereas modernism gives values superficially, postmodernism values the internal or the 'I', and has greater emphasis on human-centered approach.<sup>22</sup> Here is the use of narrative in educational research begins.

## B. Debate

Debate is a formal speaking in delivering arguments to persuade audiences. D'cruz states debating is about persuasion. Debating is not about rules. The rules provide a framework within which adjudicators make objective assessments and limit their subjectivity.<sup>23</sup> It means that, debate is kind of the invitation for audiences to deal with debaters' argument. Moreover, Alamsari says "debating is a formal method of interactive and representational argument aimed at persuading judges and audience".<sup>24</sup> It means that, by debating the debater can entice the

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<sup>21</sup>*Ibid*,p.28

<sup>22</sup>*Ibid*,p.29

<sup>23</sup>D'cruz, *Australia-Asia Debating Guide (Second Edition)*, (North Melbourne,Australian Debating Federation, 2003) p.3

<sup>24</sup>Ali lasmari, *Using Debate in EFL Classes*, Vol. 6, No.1 ( Canada: Canadian Center of Science and Education, 2013) p. 147 Available at:<http://ccsenet.org/journal/index.php/elt/article/view/23054> (May,13th 2020)

adjudicators and audiences attention to agree with the argumentation of debaters.

In addition, debaters need to decide what the words of the topic mean for the purposes of this debate. This is known as 'definition'. They need to think of some reasons why your side of the topic is true. These reasons are known as 'arguments' and speakers try to join the arguments together into a single 'case approach'. Based on Quinn, Speakers also need 'split' which divide the arguments between speaker knows what he or she has to present.<sup>25</sup> It means that, they are needed in formal debate to make audience understand or easy listening.

A formal debate involves two sides: one is supporting a resolution and one opposing it. Debates may be judged in order to declare a winning side. Debates, in one form or another, are commonly used in democratic societies to explore and resolve issues and problems. Decisions at a board meeting, public hearing, legislative assembly, or local organization are often reached through discussion and debate. Indeed, any discussion of a resolution is a form of debate. To present the debate, it needs debaters, adjudicators, chairperson, time keeper and audiences. The debaters become the main player here; they should deliver the contradictory arguments of the motion with their opponent. When having the speech, they should consider the manner, matter and method.<sup>26</sup> Every presenting

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<sup>25</sup>QuinnSimon,*Debating*. (Queensland:Brisbane,2005)p. 8

<sup>26</sup>D'cruz, *op.cit.* p.30



debate needs those components or ways, the debate is applied in different conditions which debater refers to.

### C. Kinds of Debate

Debate can be classified into two broad categories; applied and educational. Applied debate may be classified as special debate, judicial debate, parliamentary debate, or non-formal debate. Furthermore educational debate or academic debate can be classified into National Debate Tournament, Cross Examination Debate (CEDA), Mock Trial Debate, Moot Court Debate, Forensics, and Ethical.

#### a. Applied Debate

Applied debate is conducted on propositions, questions, and topics in which the advocates have a special interest, and the debate is presented before a judge or an audience with the power to render a binding decision on the proposition or respond to the question or topic in a real way.<sup>27</sup> The debate here mostly discuss any issues which happen in the real world and became discussion most of world people.

- 1) Special Debate is conducted under special rules drafted for a specific occasion, such as political campaign debates. Examples include the Lincoln-Douglas debates of 1858, the Kennedy-Nixon debates of 1960, etc.<sup>28</sup> It means that, this debate used for specific sector.

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<sup>27</sup>Freely and Steinberg, *Argumentation and Debate* (12th edition), (Belmont: Wadsworth Co, 2009) p.19

<sup>28</sup>*Ibid*, p.20

2) Judicial Debate is conducted in the courts or before quasi-judicial bodies. Judicial debates may be observed in any court from the Supreme Court of the United States to a local court. The impeachment trial of President Clinton during the winter of 1999 is a rare example of Judicial Debate.<sup>29</sup> It means that, judicial debate is used in legal term.

3) Parliamentary Debate is conducted under the rules of parliamentary procedure. Its purpose is the passage, amendment, or defeat of motion and resolution that come before a parliamentary debate.<sup>30</sup> It means that, debate parliamentary has purpose in parliamentary field.

4) Non-formal Debate is conducted without the formal rules found in special, judicial, parliamentary and academic debate. This is the type of debate to which newspaper and television commentators typically are referring when they speak of the “abortion,” “the immigration debate,” and other controversies that arouse public interest. Example of non-formal debate can be found in national political campaigns, in community hearings or town hall meetings about corporate policy, etc.<sup>31</sup> It means that, this debate used with informal rules of debate generally.

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<sup>29</sup>*Ibid*, p.22

<sup>30</sup>*Ibid*

<sup>31</sup>*Ibid*, p.23

## b. Academic Debate

According to Freely and Steinberg, Academic debate is conducted under the direction of an educational institution to provide educational opportunities for students.<sup>32</sup> The issue here is not whether we will participate in the debate our participation is inevitable, because sooner or later, most educated people will take part in some form of debate. Freely has mentioned the various formats of academic debate, there are:

- 1) *Cross-Examination* Format is the most popular debate format that is used by CEDA (Cross Examination Debate Association)
- 2) *Lincoln-Douglas* format requires two person debate and is a policy debate where two opposing candidates could meet before the voting.
- 3) *Mock Trial* Debate is a form of academic debate that emulates trial court debating, which emphasizes debate and argumentation skill and the cross-examination. It emulates the form of trial court debating but without the emphasis on rules of procedure and admissibility.
- 4) *Moot Court* Debate is an academic form of judicial debate used by law schools to prepare students for courtroom debate.

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<sup>32</sup>*Ibid*, p.24

5) *Town Hall* format is used at a number of annual conventions of the National Communication Association the southern States communication Association, Florida Communication Association to debate issue of professional interest.

6) *Academic Parliamentary* Debate is conducted under the rules of parliamentary procedure where is conducted into debate competitions. There are three debate styles which had been updated in 2002. They are Australia-Asia Parliamentary Debate, World Parliamentary Debate (British) and the American Parliamentary Debate.

In this research, the writer will use form of academic debate. And the writer will apply academic parliamentary debate of Australia-Asia Parliamentary debate system in practicing of debate.

#### **D. Debate Practice'**

In this part, the discussion concern on the application of debate activity which is generally held or conducted in a debate competition. Before going to the further explanation, this part will cover terms in debate, speaker's (debater) role, point to adjudicate (score).

##### **a. Terms in Debate**

##### **1) Motion (Topic)**

In a parliamentary debate which is not merely a political debate but rather usually used for competition, each debate period



has topic to debate which is known better as motion. In our daily communication, this may similar to the topic of the conversation or communication. Motion occasionally is served in the form of controversial and/or debatable statement or issue. It might be, for instance, “(THBT) *This House Should teach hasrh reality of life to children rather than always instill hope and optimism*”.

From this issue, there will be automatically two opposition side agree and disagree the motion which will be further discussed in the next part. Related to the motion, this is the job of the first affirmative (possitive/pro-position) team to define and to limit the motion. And, both the definition and the limitation must be reasonable.<sup>33</sup>

In addition, in this particular job, a debater especially when he/she is responsible for being the 1st affirmative speaker needs to interpret the issue by using logical claim and careful thought supported with reasoning and examples.<sup>34</sup>

## 2) Case Building

Before running the debate, each team -the affirmative and the opposition- is generally given certain amount of time for case building. In this occasion, both of the team having a preparation for the running debate such as building the arguments, applying the strategy, and splitting up the speaker's role.

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<sup>33</sup>QuinnSimon, *op.cit.* p.14

<sup>34</sup>Meany, John and Shuster, *On That Point! An Introduction to Parliamentary Debate.*(New York: The International Debate Education Association,2003) p.59

### 3) POI (Points of Information)

POI can be best described as interruption. This is delivered during the speech of the speaker by the opposite team. In some other debate style, this might not be applied; however, it is taken place in a certain debate style like Asian Parliamentary Debate. During the interruption, the opposite team possibly delivers question or challenge proposed to the speaker.<sup>35</sup> However, POI is not such as a must to do by the opposite team. Likewise, the standing speaker who is delivering his/her argument is allowed to accept or refuse the POI. This is delivered at the certain minute signaled by the time keeper. Furthermore, this will be explained clearer at the special part discussing the debate rules.

#### 1. Rebuttals.

Rebutting is about pointing out the differences between your team's arguments and your opposition's.<sup>36</sup> What the speaker must do is by refuting opposition's arguments by giving additional example, statistic, or the others which might be able to collapse your opposition's argument. Consequently, debaters must be able to react and to respond opposition's argument quickly.

#### 2. Reply Speech

Reply speech time is given right after the three debaters for

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<sup>35</sup>*Ibid*,p.232

<sup>36</sup>QuinnSimon,*op.cit*.p.110

each team had finished with their main argument. The role of replier speech is essentially, concluding the overall debate by analyzing the weakness of your opponent's argument and the strength of your team's refutation. In addition, the final job of replier is explaining how you deserve to be the winner of the debate.

### 3. Adjudicator

Debate activity calls adjudicators better than juries or judges; however they remain the same. Adjudicators play a role in assessing the debate in a particular adjudication sheet. Moreover, they need to give oral critiques or advice, and the most important one is deciding the winning team of the debate.<sup>37</sup>

#### b. Speaker's Role

##### 1) Speech Order and Duration

Before discussing the speech order, let's talk about the debate preparation. Just like what had been explained in the previous part, each team is given time to have discussion with their teammate for case building. The general provided duration for case building is 20 maximally 15 minutes. However, in a certain debate competition, the length of the speech for each speaker is applied for 7 minutes and 20 seconds. According to Quinn, each speaker of

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<sup>37</sup>Meany, John and Shuster, *op.cit.*p.232

both teams is usually given 8 minutes long to deliver the substantive speech.<sup>38</sup> Yet, the replier speech is given as half of the substantive speech to summarize the debate. When a certain style of debate allows POI, it is allowed to be delivered in 15 seconds long. POI is allowed to proposed after the first minute of the speaker's speech and is forbidden to deliver at one minute before the speech duration ends.

## 2) Speaker's Role

Talking about speaker's role, it is closely related to the two different arguments usually delivered by the speakers. Argumentation in debate is divided into two kinds; they are substantive argument and rebuttal. In four persons parliamentary debate substantive speech is better known as constructive speech. However, this is the main argument of both teams supporting their own side.<sup>39</sup> Another term regarding the speaker's role is team split which means the job of each speaker in giving the argument with the supporting point(s) a view. Take a look at the table below for a simple speaker's description.

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<sup>38</sup>QuinnSimon, *op.cit.*p23

<sup>39</sup>Meany, John and Shuster, *op.cit.*p.38



**Table 3**  
**Speakers' Roles and Jobs**

First affirmative speaker	<ol style="list-style-type: none"> <li>1. Define the topic (motion) and set out affirmative's interpretation of the topic (motion),</li> <li>2. identify issues which will be in content.</li> <li>3. Present team structure, team line, team split.</li> <li>4. Present arguments allocated to the first speaker.</li> </ol>
First negative speaker	<ol style="list-style-type: none"> <li>1. Identify major areas of initial disagreement with the affirmative case, include any disagreement about the definition</li> <li>2. Rebut the major affirmative arguments.</li> <li>3. Present team structure team line team split.</li> <li>4. Present arguments allocated to the first speaker</li> </ol>
Second speakers	<ol style="list-style-type: none"> <li>1. Identify the major areas of disagreement with the other team, include definitional issues which are still in contention,</li> <li>2. Rebut major arguments</li> <li>3. Defend own case against rebuttal by previous speaker(s)</li> <li>4. Present arguments allocated to second speaker</li> </ol>
Third speakers	<ol style="list-style-type: none"> <li>1. Present an overview of the debate,</li> <li>2. Identify the essential issues upon which the teams disagree</li> <li>3. Rebut the important aspects of the opposing team's case,</li> <li>4. Defend own team's case against attack and summarise own case.</li> </ol>

*(D'cruz, The Australia-Asia Debating Guide (Second Edition), 2003)*

c. Points to Adjudicate

Regarding to the main job of adjudicators, there are three mainly essential points in debate which necessarily assessed by the adjudicators.

The scores have range to decide winning debate. According to D’cruz, The marking scheme allows a maximum of 100 marks to be awarded for each speaker, subdivided to allow a maximum of 40 points for each of matter and manner, and a maximum of 20 points for method and *A debater who performs at the expected level for the grade in each of manner, manner and method should receive a score of 30–30–15=75.*<sup>40</sup> They are matter, manner, method that is explained by:

### 1) Matter

Matter is simply related the content of the speech. It covers the presented arguments, and general strength to support and to explain the argument in term of the given evidence, example, and analysis.<sup>41</sup> Further, argument itself can be divided into the substantive argument, rebuttal, and the point of information (when a debate style uses it). Here, there are two elements in matter; they are the logic and relevance.

Talking about the first element, D’Cruz states that logical argument appears when its conclusion follows from the premise (motion). He also added that a good debater develops the motion into argument and support it with evidence to show the correctness of the motion and/or agreement with the motion.<sup>42</sup>

The relevance is addressed to the debated issue or the motions to build the substantive argument. The argument, importantly the

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<sup>40</sup>D’cruz, *op.cit.*p.30

<sup>41</sup>*Ibid*, p.20

<sup>42</sup>*Ibid*, p.13

substantive argument, must not run too far from the issues, and the evidence must not either. The similar case also happens for rebuttal. Debater must be very aware of the arguments of the opposition team to be able to refute their argument aimed to reach the relevance of the rebuttal.

Here, the ability in listening must be importantly well-applied in response to the opposition team's argument. In line with that statement, regarding to one of the factors affecting L2 learner's speaking ability, Shumin in Richards and Renandya state that if one cannot understand what is said, (s)he can hardly respond to it.<sup>43</sup> And obviously, understanding seems to become the most difficult part in debate since the strength of the argument is very much concerned. As Quinn states that, it is a must for every speaker to have a critical thinking as they respond toward the motion and to build up reasonable arguments.<sup>44</sup>

## 2) Manner

Manner is considered as the way of a speaker in presenting the speech. The most common elements in manner are gesture/body language, eye-contact, and vocal presentation. A debater will usually have a typical gesture while delivering the argument. The reason of why the method is included into one of the assessment considerations is lying on the factors indicating a speaker's persuasiveness.

A speaker who's speaking confidently seems to be more

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<sup>43</sup>Jack Richards and Willy A. Renandya *Methodology in Language Teaching*. (New York: Cambridge University Press, 2002)

<sup>44</sup>Quinn Simon, *op.cit.* p 22

believable than those speaking stutteringly.<sup>45</sup>

### 3) Method

As D’cruz states, method is defined as the structure or the organization of the speech.<sup>46</sup> Method in debate involves both the structure of the speech of each member and that of the team. Generally, speech structure of a speaker covers the introduction, arguments, conclusion, and well timing. However, an introduction, in this case, is not merely an introduction usually existing in a conversation. Rather, it is about the line of the debated issue as a whole based on your team’s point a view.<sup>47</sup>

Then, a debater may come up with the main argument supporting their team. And, it is very important for each debater to conclude their argument as well as their position before her/his speech ends. The last element that also influences adjudicators mark, is the speaker’s time management.

Quinn divides ‘timing’ into internal timing and external timing.<sup>48</sup> Internal timing deals with the time a speaker should notice on delivering the substantive argument and the rebuttal. While the external timing is about the overall timing a speaker should have. A speaker should obey the warning bell which indicates the finish of the speech.

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<sup>45</sup>D’cruz, *op.cit*p.20

<sup>46</sup>*Ibid*

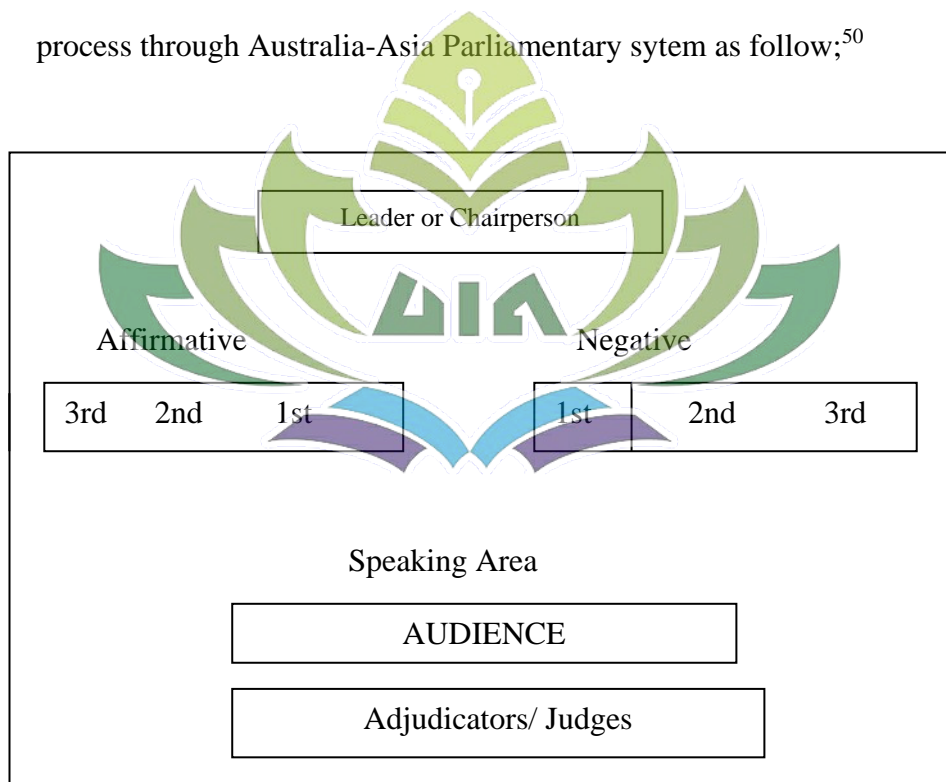
<sup>47</sup>QuinnSimon,*op.cit*.p95

<sup>48</sup>*Ibid*

Meanwhile, method for the structure of the team is usually done by the first affirmative and first negative team which mainly deals with the distinction of the role as well as the argument of each member of the team. This way will lead the adjudicators into a consideration if the structure adopted by the team is effective.<sup>49</sup> So, it is better write to arrange the speech effectively.

d. Map of Debating

Adapting to D'crus' book entitled "The Australia-Asia Debating Guide (second edition)", he gives the map of debating and debating process through Australia-Asia Parliamentary sytem as follow;<sup>50</sup>

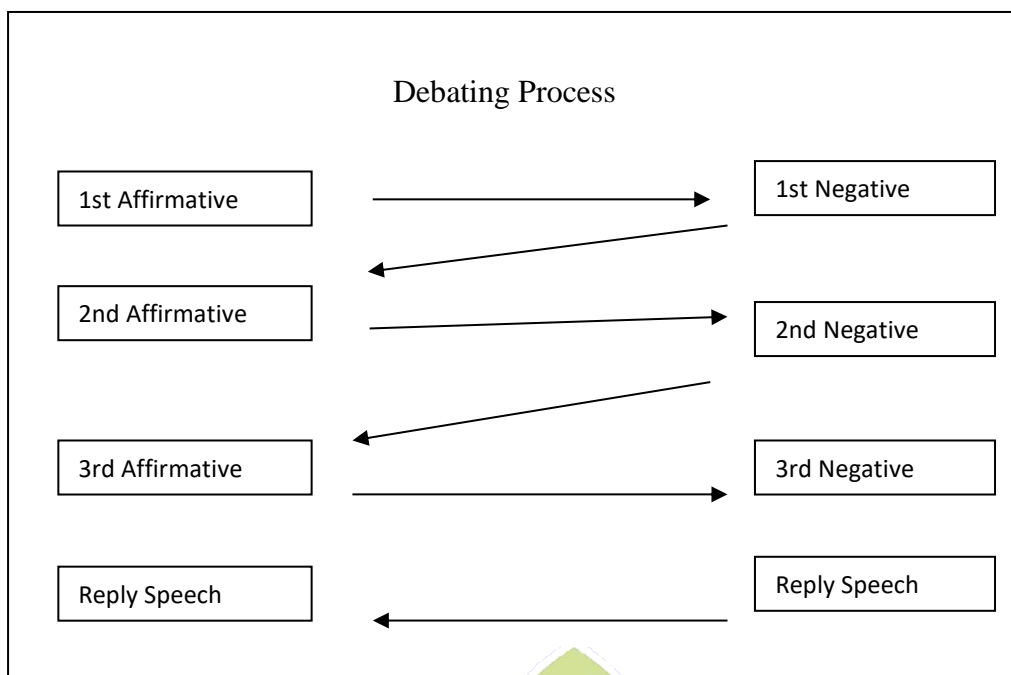


**Figure 1 Map of debating**

<sup>49</sup>D'cruz, *op.cit.*p.16

<sup>50</sup>*Ibid.* p.55





**Figure 2 Debating Process**

### E. Self-Talk

According to Holland, “self-talk is the internal dialogue. It’s influenced by subconscious-mind, and it reveals thoughts, beliefs, questions, and ideas”.<sup>51</sup> It means that, self-talk is the deep-conversation that involves mind as the core of controller.

Theodorakis, Weinberg, Natsis, Douma, and Kazakas define self-talk as “what people say to themselves either out loud or as a small voice inside their head”.<sup>52</sup> It means that, self-talk is an activity that people commit to grant themselves like words. By giving the statements toward themselves, whatever the statements about. Either positive or negative statements.

<sup>51</sup>Kimberly Holland, *Positive Self-talk: Benefits and Technique*, (Healtline) Available at: <https://www.healthline.com/health/positive-self-talk> (June, 24th 2020)

<sup>52</sup>Theodorakis, Y., Weinberg, R., Natsis, P., Douma, I., & Kazakas, P., *The effects of motivational and instructional selftalk on improving motor performance*. The Sport Psychologist, 2000 P.254

Globally, self-talk is used in some fields such as sport, psychology and education. In those areas, self-talk is used generally to amend and solve the problems of mentalities, motivations and also people's view on matters.

## **F. Self-Talk Strategy**

Self-talk defines as intrapersonal communication is language use or thought internal to the communicator. It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop. According to Shad, self-talk is everything you say when you talk to yourself.<sup>53</sup> It means that self – talk is all the words that we talk to ourselves whether positive or negative. It means that self-talk is a changing of negative to positive in the terms of conscious. As O'Malley Chamot defines, self-talk is reducing anxiety by using mental techniques that make one feel competent to do the learning task.<sup>54</sup> It means that self-talk can decrease the anxiety and also can make more confident to do assignment.

This strategy requires students to have their self-talk individually whatever they talk in their mind. It is usually in the form of actual words, although self-talk sometimes takes the form of pictures or concepts. Based on Vygotsky's theory of the internalization of dialogue as inner

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<sup>53</sup>Shad Helmstetter, *356 Days of Positive Self - Talk*, (New York : Park Avenue Press, 2015) p. 6

<sup>54</sup>O'Malley, Chamot, *Learning Strategies in Second Language Acquisition*, (Cambridge: Cambridge Press, 2002) p.139

speech, Self-talk is thought itself.<sup>55</sup> It means that regulates how students feel and act, interprets what they experience, guides and controls academic achievement, and determines the quality of students' lives. The self develops as a result of repeated everyday events and interactions with parents, teachers, and peers. The self is the mediating variable in human behavior, the filter through which all new phenomena are interpreted. In self-talk, a person discusses many matter of importance with one own self. Vygotsky states the individual explores his or her own mind to find new ideas, answers to problems, information on difficult relationships, and many more matters that are important in life.<sup>56</sup> Anybody can benefit from intelligent self-talk. Our failures in life are due to our lack of knowledge about ourselves. Therefore, knowledge about the self is the first step toward living a full, productive, and happy life. We have to use our inner strength through self-talk to know more about ourselves and to ensure a happy and successful life for ourselves.

Self-talk helps us develop a positive mental attitude. The ability to reassure ourselves that everything will be alright, especially during the trying moments in our lives, fills us with power and self-confidence.<sup>57</sup> In addition, helps us convert negative patterns into uplifting positive patterns of thought and behavior. It gives us the required motivation to maintain our body, mind, and spirit in a healthy condition. This valuable technique

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<sup>55</sup>Vygotsky, *Thought and Language*, (New York: The Massachusetts Institute Technology, 1986) p. 180

<sup>56</sup>*Ibid*, p.200

<sup>57</sup>*Ibid*

enables us to give ourselves a lot of positive feedback, which, in turn, boosts our energy. We feel good about ourselves, and if we feel good about ourselves, our way of life becomes easy and fun filled. We become more productive, have satisfying relationships, and lead a happier life.

Example:

Let's take the thought "I'm such a loser".

Then, ask yourself:

- a. "Is this really true?" and if so, "Is it true all of the time?"
- b. "What evidence do I have that this thought is true?"
- c. "What are the costs and benefits of believing this?"
- d. "Would I say this to a friend?"

Based on the example above he/she has self-talk about his/herself. Self-talk here is comprised of statements said to oneself and not addressed to others. So, it can be positive or negative self-talk like this examples; is it really true that I am a loser? Well, yes, I believe it to be true. Is it true all of the time? It's true most of the time or a lot of the time, so I don't feel too much better. But has it always been true? I'm not sure, maybe not. I might have felt better than this at one time.

#### **G. Types of Self Talk Strategy**

Self- talk strategy can be divided into two types namely: (1) Positive self- talk and (2) negative self-talk.

##### **1. Positive Self-Talk**

According to Gaskins, He states positive self-talk is fostered when

individual differences are appreciated, rules are fair, mistakes are accepted, and nurturance is pervasive.<sup>58</sup> It means that as students they can come to define themselves in positive ways, they face each day with greater confidence and assurance, accepting their limitations and recognizing their potential. Caring teacher structure situations that provide authentic, successful experiences, and they avoid placing of students in situations in which repeated failure is likely. They point out areas of accomplishment rather than focus on mistakes. They find something special that each student can do or is interested in, and invite students to see themselves as able, valuable, and responsible. A caring teacher also helps young people develop a positive, yet realistic, image of what he or she can become or do, because the “possible self” is the essential link between self-concept and motivation. In a caring environment of young people experience respect, trust and confidence from caregivers and as a result, develop self-respect, self-trust, and self-confidence.

Positive self-talk can do a lot to give you the confidence that frees you to use your talents to the fullest. If public speaking makes you nervous, use your inner voice to reassure yourself: “You can do it. You have done it well before”. According to Braiker, He states a positive attitude and positively worded self-talk affect behavior more than many people realize because of the nature of the mind-body

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<sup>58</sup>Gaskins, *Success with Struggling Readers* , (New York: The Guild Ford Press, 2005) p. 79



connection.<sup>59</sup> It means that positive self-talk can give many good implication in students' behavior. In language learning English of speaking ability, many good things result from developing a habit of positive self-talk. The students can raise their enthusiasm and focus on the task at hand by thinking about what to do (not what to avoid).

## 2. Negative Self-Talk

According to Hardy, negative self-talk is self-critical or represents an inability to succeed.<sup>60</sup> It means that negative self-talk is exemplified by comments such as “Stupid mistake” and “This is too hard”. Most of students used this negative self-talk so they didn't have the confidence, negative feelings or anxiety. It also takes your focus away from what you should be doing, which makes it more likely that you will miss something important or make a mistake. So, when we talk negatively to ourselves, it affects other important mental skills such as intensity regulation, confidence, and concentration. In negative self-talk is self-blame. Obviously, what we blame ourselves about or even that we are self-blaming can be traced to our early experiences. But all of us think in blaming ways automatically. In effect, it is built into our software.

In addition, negative self-talk can occur so quickly in our heads

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<sup>59</sup>Braiker, *English as a Second and Foreign Language*, (London: Buttler& Tanner Ltd, 1987) p. 63

<sup>60</sup>Hardy, *A Descriptive Study of Athlete Self-Talk*, ( *Sport Psychologist*, 2001) Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=6165216&site=ehost-live>.

that it sometimes slips by our awareness. We are going to practice pausing to notice and catch these thoughts, so that we can each shrink our own negative self- talk and protect our self- confidence. We need to appreciate that we all make mistakes; it is what makes us human. Mistakes are part of the process of learning anything, and we need to learn how to accept them when they occur. When we are not able to accept our mistakes and move on, we can get stuck in a rut and become afraid to keep trying.



## CHAPTER III RESEARCH METHOD

### A. Research Design

In this study, the writer used qualitative research because it deals with the description and explanation of the writer's experiences in using self-talk strategy in English debate. As the qualitative research, human research instrument is used in this study; specifically, the writer used self-reflection to get the data. The using of self-talk strategy which is obtained from my autobiography is described through the classification and categorization proposed by Oxford.<sup>61</sup> Furthermore, as the writer's autobiography becomes the data source, thus narrative inquiry is implied as the approach in this study.

According to Webster & Martova, the use of narrative inquiry happens because quantitative method does not have the scope to deal with complex human centered issues.<sup>62</sup> The other methods tend to study subject or phenomena at certain points, while narrative inquiry attempts to capture the whole story. Referring to the use of narrative as an approach in educational research, narrative is categorized into qualitative study. It is qualitative studies because narrative studies human phenomena through the story. In line with this categorization, Connely & Clandinin, argue that narrative is

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<sup>61</sup> Oxford, L, R. *Language Learning Strategies; What Every Teacher Should Know*. (Boston; Heinle & Heinle Publisher,1990)p.18-21

<sup>62</sup>Webster, L., & Mertova, P. *Using Narrative Inquiry as a Research Method; An introduction to using critical event narrative analysis in research on learning and teaching*.(London & New York; Routledge,2007)p.3

classified as a qualitative research because of its focus on experience and the qualities of life and education.<sup>63</sup> However, although qualitative study is not close with numerical data, scored, and analyzed statistically, it does not mean that qualitative study is not fully a subjective study.

Overall, narrative inquiry seeks to elaborate and investigate individual interpretation and worldviews of human-centre events. It is proposed as an alternative method or approach in the research field for investigating narrative without attempting to dismiss the usefulness of quantitative methods. Quantitative method tends not to have the scope to deal with complex human centeredness. In the other hand, narrative inquiry is well suited to address the issues of complexity, cultural and human centeredness in research. Therefore, the essence of narrative inquiry is essential for researching the complexities of human experiences.

## **B. Research Subject**

As stated by Latief, a qualitative is subjective that minimized by the repeated process of data collection, analysis, conclusion drawing, and verifying the conclusion data, data analysis, then constructing the temporary conclusion, again in several cycles until the data get saturated shows the objectivity of qualitative research.<sup>64</sup> In short, the subjectivity of qualitative study can be minimized by analyzing the verbal data in detail and having crosscheck of the analysis.

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<sup>63</sup>Connely, F. M., & Clandinin, D. J. Stories of Experiences and Narrative Inquiry. ( New York: American Educational Research Association.1990)p.3

<sup>64</sup>Latief, A. N..(Research Methods on Language Learning: An Introduction. (Malang: UM Press,2013)p.87

Moreover, as narrative informs the complexity of human experiences, then the data sources in the narrative research can be biographical and autobiographical writing. Biographical writing is a narrative research which uses other people stories or experiences as the data. In the other hand, autobiographical writing is a narrative research which studies on the researcher's own experiences as the data. The instruments of writing either biographical or autobiographical can be interviews, journal records, and telling stories. In addition, Bullough & Pinnegar propose the guidelines for writing autobiographical self-study forms, such as autobiographical self-study should be truth and enable connection to others, self-studies should promote insight and interpretation, autobiographical self-study must engage the history and the author must take an honest stand, the autobiographical self-study researcher has an ineluctable obligation to seek to improve learning situation not only for the self but for the other, etc. <sup>65</sup>Generally, the guidelines proposed to explore an autobiographical self-study must be an honest study and beneficial for others. Therefore, the writer used autobiography as the source of data in this research. The writer used the experiences in using self-talk strategy. By wrting those experiences into a narrative form, the writer can share the beneficial story for English debaters in the term of solving the problem in English debate.

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<sup>65</sup>Vern Layour,B,&Stefinee, P. Guidelines for Quality in Autobiographical Forms of Self-Research(. Monash; Monash University Library,1969)pp.16-20



## 1. Sample

Lodico explains that a sample is a smaller group selected from a larger population that is representative of the larger population. Samples allow writer to work with a smaller, more manageable subgroup of the realistic population.<sup>66</sup> Moreover, Sugiyono states that sample is part of the characteristics of the population that represents its population.<sup>67</sup> In conclusion, a sample is a smaller group of individuals selected from a population to conduct research. In this research, the sample of the population as the subject and as the source of the data was the writer's experiences.

## C. Data Collecting Technique

According to Sugiyono, data collecting technique is the primary stage of research, because the purpose of the study is to collect data.<sup>68</sup> Using data collection techniques will enhance the accuracy, validity, and reliability of research findings. Ultimately, using these methods will help to achieve the goal of carrying out high-quality research with credible results. In this research, the writer used observation as a technique to collect the data.

## D. Research Instrument

### 1. Observation

Arikunto says that observation is a way of collecting data by conducting a test, giving a questionnaire, taking pictures, and recording

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<sup>66</sup>Marguerite Lodico, et al, Op.Cit., p.143

<sup>67</sup> Sugiyono, Op.Cit., p.118

<sup>68</sup>*Ibid.*, p.308

audio or video.<sup>69</sup> He adds that there are two types of observation. They are systematic observation and non-systematic observation. Systematic observation is done by using guidance as for the instrument that has been prepared by the interviewer. In contrast, non-systematic observation is done by using no guidance.<sup>70</sup>

## 2. Documentation

According to Sugiyono, documents are records of past events.<sup>71</sup> Documents can be in the form of writings, pictures, or monumental works of a person. Documents in the form of writing, for example, diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, for example photos, live pictures, sketches and others. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films and others. Document study is a complement to the use of observation and interview methods in qualitative research.

In this research, the writer observed the writer's experience in using self-talk strategy in English debate. Further, the writer used his autobiographies as source of the data to be observed. Chiefly, the writer observed the impact of using self-talk strategy in English debate in the terms of skill and

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<sup>69</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), p. 157

<sup>70</sup>*Ibid.*

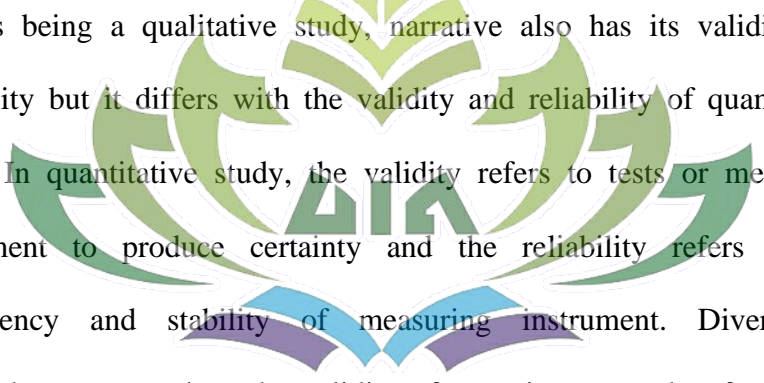
<sup>71</sup> Sugiyono. *Metodologi Penelitian Administrasi*. (Bandung : CV. Alfabeta, 2005) p.240

psychology . The writer analyzed the experience in the psychological part, because the writer had problems in that field.

### **E. Research Procedure**

The writer used some steps as follow; first, he read and observed his experiences in his diary thoroughly. Then, he selected the data which were relevant to the problems of this study. Afterward, he reflected the setting of data. The last, he drew the mind map and wrote it into narratives.

### **F. Trustworthiness of the Data**



As being a qualitative study, narrative also has its validity and reliability but it differs with the validity and reliability of quantitative study. In quantitative study, the validity refers to tests or measuring instrument to produce certainty and the reliability refers to the consistency and stability of measuring instrument. Divergently, Polkinghorne notes that the validity of narrative research refers to the strength of analysis and the ease access of the data, while the reliability refers to the dependability of the data.<sup>72</sup> Then, the validity of narrative is more concerned with the research which is well grounded and supportable by the data that has been collected. The reliability of narrative typically refers to the trustworthiness of the notes or transcript.

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<sup>72</sup>Webster, L., & Mertova, P, *Opcit*, p.89

The writer used autobiographical self-study, where his experience in using self-talk strategy in English debate is the source of data. As mentioned by Barzkhui, Benson, and Chick, in autobiographical, or first-person, studies this issue does not really arise, because we can trust the researcher to tell the story that he or she wants to tell.<sup>73</sup> It means that the trustworthiness in this study lies with the writer.

The purpose of the validation process is to convince readers of the likelihood that the support for the claim is strong enough that the claim can serve as a basis for understanding of and action in the human realm. Narrative research issues claims about the meaning life events hold for people. It makes claims about how people understand situations, others, and themselves. Narrative researchers undertake their inquiries to have something to say to their readers about the human condition. Their efforts are not simply for their own private consumption. The knowledge claims they produce are meant to be taken seriously by their readers. This requires that they provide sufficient justification to their readers for the claims they make. Readers should be able to follow the presented evidence and argument enough to make their own judgment as to the relative validity of the claim. Thus, narrative researchers, in the development and emergence of their research activity, need to consider and anticipate the kind of evidence and argument the research performance will yield to justify readers' acceptance of the plausibility of the resulting claims. And

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<sup>73</sup>Gary Barzkhui, Phil Benson, & Alice Chick. *Narrative Inquiry In Language Teaching And Learning Research*. ( London & New York:Routledge,2014)p.91

in their arguments, they need to anticipate and respond to questions readers may have about the acceptability of their claim.

According to Donald, position that what makes for a valid knowledge claim is dependent on the kind of claim that is made.<sup>74</sup> Thus, if the claim is that an intervention causes changes in scores, then the claim is valid if the evidence and argument presented convinces of the researcher that the claim is justified. If the claim is that a person's story describes the experiences, then researcher also look to the supporting evidence and argument given by the researcher.

In this study, there were documents as evidence to support claim in the text story of experience in using self-talk strategy.

#### **G. Data Analysis**

The analysis of this study is performed through mechanisms and techniques for a narrative research methodology which have been proposed by Connely and Clandinin.<sup>75</sup> They offered the analysis should be provided with descriptions of the processes, negotiation, risk, and presentation of results associated with the narratives.

Regarding to the narrative research methodology above, first, the writer analyzed the processes of the narratives. Based on Webster & Martova, processes contains of three sub-constituents; tools, criteria, and

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<sup>74</sup> Donald E, Polkinghorne. *Validity Issues in Narrative Research*. (Sage Publication.2007)p.476

<sup>75</sup>Connely F. M.,& Clandinin D, J. *Stories of Experiences and Narrative Inquiry*. (American Educational Research Association.1990)p.73



structure.<sup>76</sup> They proposed tools as instruments which are available for gathering the data, criteria as facilities for the readers to access the results and stories collected by the writer, and structure as images in which the stories took place. Therefore, in analyzing the narratives, firstly the writer described the tools the writer used in obtaining the stories. Also, the writer described the criteria and structure, such as when, where, and how the stories took place.

After describing the processes of narratives, the writer described the negotiation that occurs in the narratives. Webster & Martova define the negotiation as a relationship that relate to the researcher in conducting the research, such as collegiality, community, and collaboration.<sup>77</sup> Then, secondly, the writer analyzed the relationship which relates to this study, such as descriptions of who involve and help the writer in conducting this study.

The next, in analyzing the narratives also, the writer described the risks that might occur in researching narratives. Webster & Martova propose three risks in conducting the narratives; intersubjectivity, smoothing, and external constraints.<sup>78</sup> They argue that intersubjectivity and smoothing are two potential abuses of the narrative inquiry as the researcher has a role in it, so the tendency to invoke the good results can be got easily. Further, external constraints can be the risks which relate to

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<sup>76</sup>Webster, L., & Mertova, P. *Using Narrative Inquiry as a Research Method; An introduction to using critical event narrative analysis in research on learning and teaching.*(London & New York; Routledge,2007)p.104

<sup>77</sup>*Ibid*,p.107

<sup>78</sup>*Ibid*,pp.108-109

the writer's environment, such as culture or education. Therefore, after giving the description of negotiation, the writer analyzed the risks that might occur from this narrative research.

The last analysis is describing the results of this narrative research. Webster & Martova argue that the results should be presented in order to facilitate the conclusion and understanding for the readers.<sup>79</sup> Further, as the concern of this study is the usage of self-talk strategy in English debate. The analysis results were described in order to give understanding to the readers about the learning self-talk strategy in English debate.



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<sup>79</sup>*Ibid*

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